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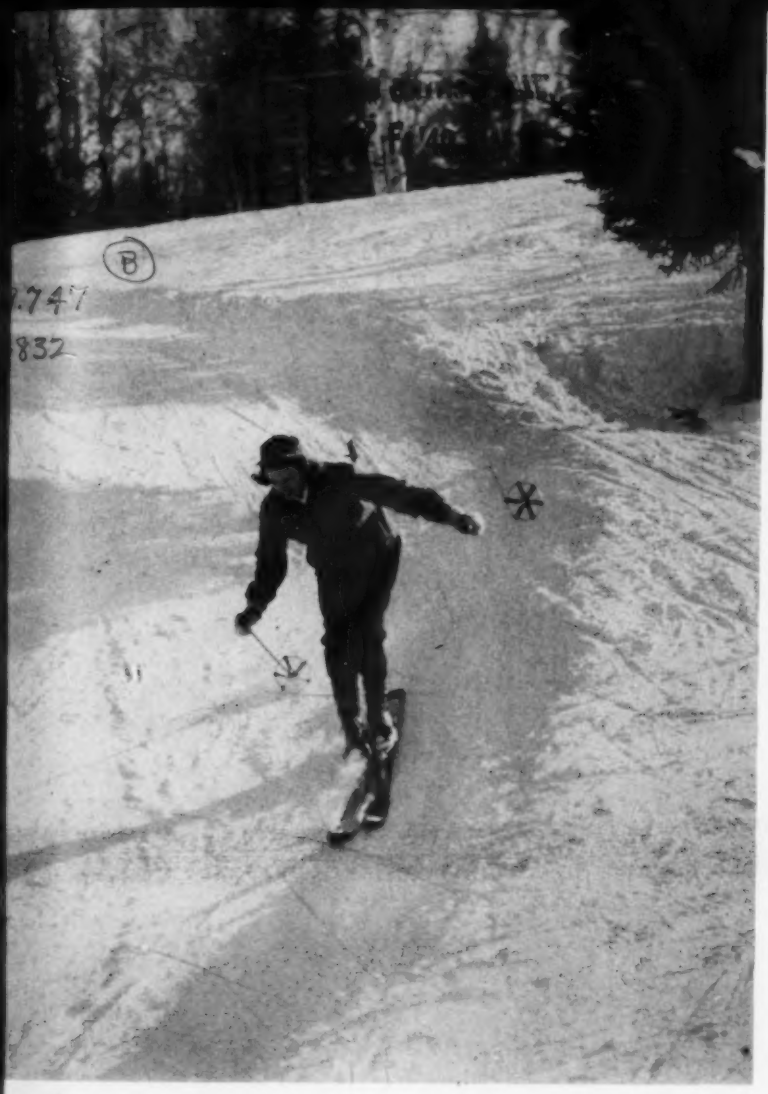

January
1949

VOLUME 35
NUMBER 5

BULLETIN TO THE SCHOOLS

In this issue:

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Books on Atomic Energy
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School Calendar

THE UNIVERSITY OF THE STATE OF NEW YORK

New York State Freedom Train Itinerary through March 4th

Place	*Date*
Albany	January 26th
Schenectady	January 27th–31st
Amsterdam	February 1st–3d
Johnstown	February 4th
Gloversville	February 5th–7th
Canajoharie	February 8th
Little Falls	February 9th
Herkimer	February 10th–11th
Utica	February 12th–17th
Rome	February 18th–20th
Oneida	February 21st–22d
Canastota	February 23d
Syracuse	February 24th–March 4th

COVER PICTURE: The Hudson Trail at North Creek's Gore Mountain Ski Center

NYSPix — Commerce

THE UNIVERSITY OF THE STATE OF NEW YORK

BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor* MILDRED HAND, *Assistant*

This bulletin is sent without charge to all schools and educational institutions of the State. To others it will be mailed postpaid for 50 cents a year, 10 cents for single copies.

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UNIVERSITY OF THE STATE OF NEW YORK PRESS

The University of the State of New York

Bulletin to the Schools

VOLUME 35 JANUARY 1949 NUMBER 5

Regents List Major School Needs

THE BOARD OF REGENTS has adopted a broad program for the improvement of education in New York State, calling for upward adjustment in state aid and in teachers' salaries, and recommending clarification by the Legislature of the authority and responsibility of the Board of Trustees of the State University of New York.

The proposals of the Board of Regents were adopted at the December 17th meeting of the Board in New York City and were made public in a pamphlet entitled Regents' Statement of Major Educational Needs of the State of New York. The statement has been distributed to educational officials and institutions in the State and is available upon request by interested persons and groups.

At the invitation of Governor Thomas E. Dewey, the Regents discussed their recommendations and other matters relating to education in this State at a meeting with the Governor in the Executive Chamber on January 3d.

The proposals that the Regents hope will receive favorable legislative action include:

1 *State aid.* Payment of about $23,600,000 a year over the $40,000,000 increase that would, as Governor Dewey recently indicated, be paid under the existing state aid law. The Regents also urged a still further increase in state aid, "if and when an additional measure of tax relief for real property can be provided."

2 *Help for school buildings.* Appropriation of $18,000,000 to meet emergency school building needs in 1949, to be distributed by a legislative commission that would also study the school building crisis generally. The study would be based on preliminary findings of the Education Department showing total local estimates of $1,300,000,000 needed for school buildings within the next eight years, of which $580,000,000 is needed within the next two years.

3 *Teachers' salaries.* An increase in the minimum salaries provided by the Teachers' Salary Law of 1947 ranging from $200 to $250 at each salary level; amendments making the annual salary increments automatic through the ninth year of service, instead of the sixth as at present; and special adjustments designed to recognize extended service in the school system. The salary boost would amount to $18,000,000 in 1949–50, but would be covered by the proposed increase in state aid.

4 *Fiscal independence of school districts.* Revision of laws to make boards of education in all city school districts of the State fully and directly responsible for determining the educational and financial needs of their school systems. Financial control of school programs now rests with municipal authorities rather than with the board of education in 15 of the largest city school districts.

5 *Higher education.* Swift expansion of state facilities for higher education along the lines proposed by the Temporary Commission on the Need for a State University but deletion of those sections of the law giving blanket administrative authority to the State University Board of Trustees on April 1, 1949.

Ask New State-Aid Formula

The state-aid formula recommended by the Regents provides a basic expenditure program of $200 for each elementary pupil and $260 for each secondary pupil. These figures are now $200 for elementary pupils and $240 for high school pupils. The Regents further recommend an amendment to the state-aid formula which will provide each year for an automatic adjustment in state aid to local districts in accordance with the actual rise and fall in school costs.

The Regents' formula involves a reduction from seven mills to six mills in the local tax rate used to compute state aid. This would require state aid annually, given present economic conditions, of about $218,000,000. But "to assure the flexibility in local school programs which is needed for continued progress," the Regents recommend a still further reduction to five mills "if and when" possible from an over-all financial point of view. The five-mill figure would involve annual state aid at present conditions of about $245,000,000.

The Regents' statement declares: "Revision of the current state-aid formula is urgently needed if our schools are even to maintain their prewar standards . . . Without prompt provision of a better basis of support for local school programs than that which is now in effect, the education of the State's boys and girls will decline steadily and seriously in both quantity and quality."

Higher Salaries for Teachers

The Regents say that a prime reason for a more adequately financed foundation program for state aid is to permit higher salaries for teachers. Although the salary law of 1947 has "helped materially to attract able young people into teaching and to hold experienced teachers in the profession," according to the Regents' statement, "it has not been sufficiently successful to keep the State from falling behind in its supply . . . of teachers. Continuing failure to bring the supply of teachers up to the demand can not but be a failure on the part of the State to provide the kind and quality of education to which the children of the State are entitled."

The Regents' statement points out that the recommended changes in the teachers' salary law are, in fact, not out of line with what local school districts are already having to do in order to attract and hold teachers. A great majority of new teachers are now being employed at salaries above the state-mandated minimums, the statement explains, and 70 per cent of upstate city and village school districts have already made salary increments automatic to the ninth step.

Urge Changes in University Law

The Regents "welcome and strongly indorse any means consistent with the over-all educational interests of the State" that will "more surely and swiftly" put into operation proposals of the Temporary Commission on the Need for a State University for expanding facilities for higher education. But, their statement declares, the sections of the State University law giving the new temporary Board of Trustees blanket administrative power over the State Colleges at Cornell, Syracuse and Alfred

universities, the state teachers colleges and all the other state higher institutions, "are directly opposed, in the considered judgment of the Regents, to both the immediate and the long-run educational interests of the State."

The Regents believe that the temporary Board of Trustees can be of great service to the State by carrying out the functions which the University Commission intended that it should have, namely, planning an expansion of facilities for higher education and supervising the setting up of new institutions. But they point out that the State University law gives the temporary board "powers and functions beyond those which seem to have been envisaged by the State University Commission. The law establishes the temporary Board of Trustees not only as a planning and initiating body, as the commission proposed, but as a continuing administrative agency within the State Education Department." And these additional powers, the Regents declare, are such as to make a definition of the working relationships between the Education Department and the Board of Trustees "exceedingly difficult if not quite impossible."

The Governor appoints the trustees. The Board of Regents is elected by the Legislature. The trustees are under the Regents but they also report directly to the Governor. They are in the Department of Education, but they are authorized to have their own staff and define its duties.

Under the State University law, the temporary Board of Trustees will take over administrative control of the 31 state-supported institutions of higher education on April 1, 1949. This, the Regents assert, "directly violates" the unity of educational control achieved in New York State by the Unification Act of 1904. As an example of the dangers of this violation, the Regents' statement points out that under the present law the trustees will assume control of the 11 state teachers colleges. "By their very nature and purpose," the Regents point out, "the teachers colleges are directly and essentially related to the program of elementary and secondary education, for which the Board of Regents alone is responsible," but the trustees have "neither official responsibility for nor intimate acquaintance with the work of the public schools."

"In the judgment of the Regents," the statement adds, "the recommendations of the Commission on the Need for a State University did not envisage — much less require — the creation of an administrative body of the kind established by the State University law, with the difficulties, dangers and duplications its operation entails."

In addition to recommending amendments clearly defining the functions of the trustees as those of planning expansion of higher education, and setting up new institutions, the Regents ask legislative support for "needed expansions in the State's system of higher education," such as those that might be developed by the trustees.

"Those sections of the State University law which follow the recommendations of the University Commission in setting up the Board of Trustees as a planning and initiating body are fundamentally sound, and are of great value," the Regents emphasize. But they declare that before the Board of Trustees assumes any administrative powers, there should be "detailed and factually supported proposals for clearly defined responsibilities" as well as "new legislation specifically giving effect to approved proposals."

Collecting Library Materials for an Atomic Information Program

JANET FOX, *Librarian*
and
C. D. LONG, *Principal*
White Plains High School

A STUDY of history reveals that the problems solved by wars are overshadowed by the new ones created. World War II was no exception. Today, more than three years after the cessation of hostilities, the world is faced with a multitude of problems of the first magnitude for which no generally satisfactory solutions have been evolved.

Probably the most crucial of these questions is: How shall we use the knowledge that has resulted from experimentation in nuclear fission? The answer to that query may determine the fate of the world. One set of answers could very well destroy what we know as Western Civilization; another combination might bring about conditions that would improve tremendously the material well-being of all people.

The public schools will be largely responsible for the type of answers evolved by the United States. Intelligent understanding of atomic energy and its implications by all citizens will enhance our chances of leading the world in defining safe, sane and socially useful solutions. During the past school year, White Plains High School conducted a program of atomic information designed to raise the level of understanding of all members of its student body and faculty. In this endeavor one of our first objectives was to locate and obtain adequate and usable books and library materials.

Collecting library material on atomic energy can be compared to a chain reaction. The first books and pamphlets received bombarded the librarian with ideas for further sources of material, and the letters and post cards that were sent out brought in items that led us on to still more items. At first the main difficulty was obtaining enough on the subject to supply the demand; later it became a question of deciding whether the new material could contribute something new, or whether it was written in a style comprehensible to high school pupils.

The regular library tools were helpful in selecting books. The A. L. A. Booklist, the Book Review Digest and the Standard Catalog for High School Libraries were all consulted as well as the reviews in magazines and newspapers. The librarian browsed in some of the large metropolitan bookstores, and several books "hot off the press" were added to our collection before the reviews had appeared.

We found the Annotated Bibliography on Atomic Energy, compiled by Israel Light, to be most helpful. This is a selective bibliography of 257 books, pamphlets, magazine articles and government documents, which weeds out unimportant items and leaves a basic check list of usable material. Excellent annotations prepared with the high school pupil in mind give a clear idea of the style and type of information. The key to the topics, at the front, saves the librarian the labor of indexing or making bibliographies on separate phases of the subject for material which appeared before June 1947. It can be used easily by the pupils themselves.

Collecting pamphlets and clippings was a time-consuming job which was repaid by the use made of them. The best advice is to write "begging letters" and then still more letters, to ask the entire faculty to cooperate in turning over material to the library and to canvass friends for their services as an unpaid clipping bureau. Pamphlets are ephemeral. Too frequently the title which sounded most useful was out of print. The greater share of our pamphlet collection was secured without cost to the library through the kindness of various organizations interested in furthering the study of this important subject. The free materials were evaluated and then other pamphlets were bought to round out our collection.

Regular subscriptions to the Headline Books of the Foreign Policy Association and the Public Affairs Pamphlets automatically brought two of the pamphlets listed below. Reprints of the University of Chicago Round Table and the Town Meeting of the Air broadcasts discussed atomic energy. The Carnegie Endowment for International Peace (405 West 117th street, New York 27) was most generous in its response, as were leading newspapers, in supplying reprints of news releases on the subject. Government documents provide valuable information for studying the control of atomic energy. These are only a few examples of the sources for obtaining pamphlets. In addition to Light's bibliography, the Vertical File Service Catalog gave many suggestions.

It seemed wise to obtain many duplicate copies of some of the simplest pamphlets for use by teachers in the classrooms. These were used as a means of introducing the pupils to the subject before they started specialized research. The New York Herald Tribune kindly supplied duplicate copies of its pamphlet, Using the Atom for Peace, by Stephen White. To cover all phases of the subject enough copies of Man vs Atom — Year 1 for an entire class were sent by the McGraw-Hill Book Company. This is a graphic presentation containing an explanation of the scientific background, domestic and international control, and the possible uses of nuclear energy. The science department obtained The World within the Atom from the Westinghouse Electric Corporation and distributed a copy to each pupil enrolled in the school.

All pamphlets and clippings were arranged in Princeton files under these headings: General Discussion (many phases covered in one pamphlet); Control; Atomic Warfare and Bombings; Uses — Medical, Industrial, Scientific and Technical; and Social and Moral Implications. Although items did disappear it seemed best to keep all the material on an open shelf with the books. A closed drawer discourages use.

On examination, the many articles on the subject listed in the Readers' Guide to Periodical Literature indicated that it was not feasible to take magazines out of their regular files except on demand. Through the use of Light's bibliography, the best articles on any phase of the subject could be found in a hurry. A card index of articles published since Light's bibliography was released keeps the list of available articles up to date. This index was originally simple, but usage made it advisable to change it to an author, title and subject index, with a brief note on the author card.

The Bulletin of the Atomic Scientists is an important source of material and contains articles that can not be found elsewhere. Its purchase is strongly recommended.

In addition to collecting the material, the librarian read it and obtained sufficient background to advise individual pupils — and faculty members — who

were floundering in this complex subject. The most difficult task was to find material suitable for those of low reading ability. The picture material in Life, Look and Popular Mechanics was helpful. We Dropped the A-Bomb, Hiroshima, and Picture Book of Molecules and Atoms were also used effectively by slow readers.

When left to themselves pupils in general are not interested in reading about atomic energy beyond the dramatic accounts of the bombings. The responsibilities of the peacetime uses does catch their attention to some extent, but it is only the science pupils who will delve eagerly into the scientific and technical aspects. The subject is not one which has a natural appeal to youth, and it requires classroom motivation by teachers and the stimulating efforts of the librarians to encourage pupils to dig into this subject that is of paramount importance to the world today.

Selected Bibliography

Material that has proved to be most useful in our library:

Bibliographies

Light, Israel, *comp.* Annotated bibliography on atomic energy. Bureau of Publications, Teachers College, Columbia Univ. 1947. 35c

Readers' guide to periodical literature. H. W. Wilson (950 University av., New York 52), Service basis

Vertical file service catalog. H. W. Wilson. Service basis

Periodical

Bulletin of the Atomic Scientists. The Atomic Scientists of Chicago, 1126 East 59th st., Chicago 37. $2.50 a year, single copy 25c

Books

Bradley, David. No place to hide. Little. 1948. $2

Brown, H. S. Must destruction be our destiny? Simon & Schuster. 1946. $2

Cousins, Norman. Modern man is obsolete. Viking. 1945. $1

Dietz, David. Atomic energy in the coming era. Dodd. 1945. $2

Eidinoff, M. L. & Ruchlis, Hyman. Atomics for the millions. McGraw-Hill. 1947. $3.50

Gamow, George. Atomic energy in cosmic and human life. Macmillan. 1947. $3

Hecht, Selig. Explaining the atom. Viking. 1947. $2.75

Hersey, John. Hiroshima. Knopf. 1946. $1.75 (now available in school editions, Oxford Book Co. 80c; pa. 60c)

Lang, Daniel. Early tales of the atomic age. Doubleday. 1948. $2.75

Laurence, W. L. Dawn over zero. Knopf. 1946. $3

Masters, Dexter, & Wey, Katharine, *eds.* One world or none. McGraw-Hill. 1946. pa. $1

Meyer, J. S. Picture book of molecules and atoms. Lothrop. 1947. $2

Miller, Merle, & Spitzer, Abe. We dropped the A-bomb. Crowell. 1946. $2

O'Neill, J. J. The almighty atom. Washburn. 1945. pa. $1

Potter, R. D. The atomic revolution. McBride. 1946. $3.50

——— Young people's book of atomic energy. McBride. 1946. $2.50

Stokley, James. Electrons in action. McGraw-Hill. 1946. $3

Swing, Raymond. In the name of sanity. Harper. 1945. $1

Yates, R. F. Atom smashers. Didier. 1946. $2

——— The working electron. Harper. 1946. $2.50

Pamphlets

(The list would be too long if all useful ones were included. These are a few which pupils pick out most often for circulation.)

The atom; new source of energy. McGraw-Hill. 1945. Free

The atomic bomb. Atomic Scientists of Chicago. (1126 E. 59th st., Chicago) 1946. 25c

Compton, A. H. Atomic energy as a human asset. Reprinted from Proceedings of the American Philosophical Society. (Independence square, Philadelphia 6, Pa.) v. 90, no. 1. 1946.

Fox, W. T. R. The struggle for atomic control. Public Affairs Committee, Inc. (22 E. 38th st., New York 16) 1947. 20c (Public Affairs Pamphlet no. 129)

Higinbotham, W. A. & Lindley, E. K. Atomic challenge. Foreign Policy Association (22 E. 38th st., New York 16) 1947. 35c (Headline ser. no. 63)

Hutchins, R. M. The atomic bomb versus civilization. Human Events, Inc. (608 S. Dearborn st., Chicago 5) 1946. 20c (Human Affairs Pamphlet no. 1)

Laurence, W. L. The story of the atomic bomb. New York Times. (Dep't 9, The New York Times, Times square, New York 18) 1947. 10c

McCullough, J. M. America at the crossroads. The Philadelphia Inquirer. Free

Man vs atom — year 1. McGraw-Hill. 1946. Free

United States. State Department. Report on the international control of atomic energy. Gov't Ptg Office. 1946. 20c (State Department Publication no. 2498) (The Acheson-Lilienthal Report)

—— United States atomic energy proposals. Gov't Ptg Office. 1946. 5c (State Department Publication no. 2560) (The Baruch Plan)

White, Stephen. Using the atom for peace. New York Herald-Tribune. 1947. Free

The world within the atom. Westinghouse Electric Corp. (306 Fourth av., P. O. Box 1017, Pittsburgh 30, Pa.) 1946. Free

Teaching Aids

Crary, R. W. & others. The challenge of atomic energy; a resource unit and discussion guide for teachers and group leaders. Bureau of Publications, Teachers College, Columbia University. (525 W. 120th st., New York 27). 1948. 90c

Evans, H. M. & others. Operation atomic vision; a teaching-learning unit on atomic energy for high school students. National Association of Secondary School Principals (1201 16th st. N. W., Washington 6, D. C.) 1948. 60c

Hand, H. C., *ed.* Living in the atomic age; a resource unit for teachers in secondary schools. University of Illinois (Urbana) 1946. University of Illinois Bulletin, v. 44. no. 23. December 3, 1946. (Educational Research Circular no. 57) Supply limited.

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Teachers Association Gets Legacy

The New York State Teachers Association has received checks for $16,000 from the estate of Mrs Brunicia Mason, deceased, a teacher of German in the North High School of Syracuse, affectionately known to a generation of students as "Frau Mason." Mrs Mason died on June 8, 1944, leaving her entire estate, except for some small legacies, to the New York State Teachers Association, to be used by it in supplementing the pensions of retired public school teachers.

The will was contested by the surviving husband of the testatrix, but, after more than four years of litigation in the surrogate's court of Onondaga county at Syracuse, and in the fourth department of the Appellate Division at Rochester, the estate has been distributed according to the terms of the will. The attorneys for Syracuse University, which was left a legacy of $2000 were Bond, Schoeneck and King (George H. Bond is a Regent and former member of the Syracuse University board); the attorney for the Executrix was J. Norman Crannage of the firm of Marvin (former mayor of Syracuse), Hand, Starl, Bush and Crannage; and the attorney for the State Teachers Association, which, as residuary legatee, received the bulk of the estate, was Dr Frank P. Graves, former State Commissioner of Education.

In Praise of Educational Films

An Enthusiast Tells His Experience and Recommends The Use of Visual Aids in the Classroom

CARLOS DE ZAFRA JR
John Marshall High School, Rochester

THE DAY has arrived when a school that does not possess both the facilities for and the habit of using educational films can not properly be classified as a modern school. The ground swell of expansion in the audio-visual field has hit a postwar stride which can culminate only in a thorough retooling of our educational technics. Educational films are well past their experimental stage; they have unequivocably established themselves as the indispensable tool of the school and of the teacher who would even attempt to meet completely the educational demands of our contemporary civilization. I am not unique in that during one school year I used 53 different film titles with a recent ninth grade class in the social studies — films which ranged in length from eight minutes to 80.

How different our classroom procedures would be if the motion picture had been invented before the printing press! It can be but a matter of chance that during mankind's two million years of existence on this planet, the printing press preceded the "movie" by only 450 years; yet that 450 years has been sufficient time for the building up of an aura about reading that with some people is almost fanatical — as though reading were important in and of itself, as though there were something sacred about reading so that it must not be challenged by, nor evaluated against, technological improvements. I know a teacher of American history, for example, who is still saying that he has no time for the showing of films because "the course of study is so full now that I can't cover the ground."

What that particular die-hard does not yet realize is that our modern educational films are infinitely superior as a medium of communication to the time-honored printed page. He is still thinking of films solely as a means of entertainment. After working with educational films for a few years, however, one comes to look upon the mere entertainment value of the commercial film as entirely trivial and unimportant compared to the educational film's tremendous effectiveness as a tool for the educator.

There seem to me to be six compelling reasons for the use of films in the classroom:

First, the printed page is but a crude way of communicating ideas and pictures by means of symbols to the "mind's eye." However precise and vivid the author's use of words, no two readers get exactly the same mental image. The image flashed on the screen, on the other hand, can be *exactly* what the educator and producer want it to be; and it makes a deeper impression than the printed page because every member of the class sees it at firsthand without the necessity for its first being "developed" by the "mind's eye."

Second, the simultaneous impact upon the student of an integrated sound track makes modern educational films doubly

penetrative. Undoubtedly, sound films make a more indelible impression than do silent films.

Third, the modern educational film is the answer to our problem of the nonreader, now that we have "all the children of all the people" in our schools. Experts tell us that there will always be a sizable portion of our population who simply can not be turned into efficient readers. Very often these are the very pupils whose need to learn is the most desperate of all.

Fourth, the universality of the *appeal* of the film results in greater learning not only on the part of the nonreader, but also on the part of many a good though "lazy" reader as well. Although schoolbooks are too seldom written by master craftsmen who know how to present their wares appealingly, practically everyone becomes interested in an educational film of the caliber that is now available.

Fifth, films can unquestionably present a greater amount of material in a shorter space of time than can the printed page. That very teacher who mistakenly refuses to use educational films because "the course of study is so full now that I can't cover the ground," takes three days to cover the T. V. A., yet he has available to him two educational films that in 30 minutes do a better job on that topic than most teachers can do without them in three weeks! In these days of increasing constants, and of continually more crowded courses of study, the educational film is again invaluable.

Sixth, if for no other reason at all, the use of films would be justified because they offer a major source of variety for classroom procedures. Where there is variety, there is interest; and where there is interest, there is learning. Films both spark and maintain interest for pupils as the printed page alone has never done.

Teachers experienced in the use of films would, of course, not slacken one bit the effort to make good readers of our pupils, and it is most desirable to integrate pertinent reading references with any sequence of films. But a shift in emphasis is rapidly emerging on the American educational scene. Courses of study are already being written of which the main backbone is a sequence of carefully chosen educational films, with corelative reading assignments indicated as enrichment material!

It is important, however, not to use films indiscriminately. Each film must be selected with an understanding of the needs of the particular class that is to view it and handled by the teacher in such a way that its learning potentialities are made the most of, not left merely to chance. Let's deal with each of these three considerations in turn.

First, it seems to me that there are three main types of educational films. There is the strictly expositional or informative film such as the travelog and the newsreel. Many films which explain industrial or shop processes are also of this type. Its purpose is to inform, to provide information of a noncontroversial nature.

Another type of film is that which provides a vicarious experience. This type is aimed at conditioning attitudes, and hence actions. I shall never forget a film I once used with my classes whose purpose it was to make pupils more cautious in traffic. It opened with a high school boy asking his dad for use of the family car so that he might take his girl friend to the class prom. They have a wonderful evening — good music, fine dancing, friendly fellowship, tasty food. But on the way home the boy starts to speed. You see his foot going down on the accelerator, and the needle on the speedometer going up and up. At first the girl

is elated, then concerned. But there is no stopping the boy in the exuberance of the moment. At a terrific rate of speed he comes to a curve where he is met by the blinding headlights of an oncoming car. There is a screeching of tires, a yell from the girl and a sickening crash as the car leaves the road.

The next scene shows the girl under an oxygen tent in the hospital with the boy, disheveled and haggard, pushing his face against the plate-glass observation window. A motor-driven bellows under the girl's bed pulsates in response to her irregular breathing. The boy breathes in sympathy with the girl; and as you watch your pupils, they are breathing in time with the boy! Finally, with one last surge, the motor stops. In complete silence the camera closes in on the boy's face as the heinousness of his crime breaks upon him.

Believe me, such a film with its integrated sound track is unforgettable. It is a case in which vicarious experience is infinitely preferable to the actual experience, yet none the less real at the moment.

The third type of educational film is that which editorializes by arranging and presenting facts so that the pupil is left persuaded to a particular point of view. An excellent example of this type of film is one narrated by J. B. Priestley entitled "We Live in Two Worlds." Using Switzerland as a case study, the contrast is made between nationalism and internationalism, with the pupil realizing that international cooperation and world peace are imperative for human progress.

Whatever the type of film, it must be used at a time in the development of the unit when by its very nature it will be most effective. A particular film, whatever its type, might be most effective as motivation for, or as the meat and substance of, or as the summary of, a unit of study. Occasionally a film lends itself to all three uses; and not infrequently a film can be used for motivation at the start of a unit, and can be seen with benefit a second time at the conclusion of that same unit of study.

That means, of course, that a film needs to be previewed by the teacher if its learning potentialities are to be fully used. Once the teacher has decided just where in the unit the film can be used to greatest advantage, he needs also to formulate one, two, or at the most three leading questions, and can prime his pupils to look for the answers when they see the film. This forms a point-of-departure or a point-of-focus for the follow-up discussion which is an integral part of the film-user's technic.

At long last, educational films are of a quality that permits local school authorities to hold to a high standard before purchasing a print. It should be a cardinal principle of every school system or film-using group of schools to have each film previewed by a competent committee composed chiefly of the classroom teachers who will actually use the film before a purchase is made.

The expanding use of modern educational films in the schools of America is an encouraging and even an inspiring sign. It is the testimony not only of my own experience but of many other teachers across the Nation that educational films are the indispensable tools of today's classrooms.

Mr DeZafra exhibited his skill in using visual aids before the State Council of School Superintendents at Saranac Inn in October. His demonstration class — a group of Saranac High School pupils who were shown films explaining the intricacies of map reading and map projections — was a signal highlight of the convention.

Planning for Next Year

Suggested School Calendar for 1949-50

			No. of School Days during Month of	*Legal Holidays Counted*
September	6th	School opens	September 19	
October	12th	Columbus Day*	October 20	Columbus Day
November	8th	Election Lay*†		Election Day
November	11th	Armistice Day*	November 18	Armistice Day
November	24th	Thanksgiving Day*		Thanksgiving Day
November	25th	Vacation‡	December 15	
December	22d–30th	Christmas holidays‡	January 21	New Year's Day
January	2d	New Year's Day* observed		Lincoln's Birthday
January	23d–26th	Regents examinations	February 18	Washington's Birthday
February	13th	Lincoln's Birthday*† observed	March 23	
February	22d	Washington's Birthday*†	April 13	
April	6th–14th	Easter holidays‡	May 22	Memorial Day
May	30th	Memorial Day*	June 17	
June	19th–22d	Regents examinations		
June	23d	School closes‡	186	8
			194	

* Legal holidays.
† School authorities decide whether school shall be in session on these days.
‡ School authorities determine vacation periods.

The 1949–50 Register of Attendance will include a school calendar prepared by the Bureau of Statistical Services. The Bureau points out that this is a suggested calendar prepared to assist trustees, boards of education and school administrators to plan a school calendar that will meet the requirements of the statute and will give suitable consideration to local conditions. The suggested calendar is printed above. It will be noted that it provides for 194 days. School is required by statute to be in session 190 days, inclusive of legal holidays and days spent by teachers at district superintendents' conferences and at meetings of the State Teachers Association.

A legal holiday falling on Sunday is to be observed on the following Monday. Labor Day may be counted only when school has opened prior thereto. A legal holiday occurring after school has opened in September is to be counted as one of the 190 days of session required provided it is directly preceded or directly followed by a day on which school is regularly in session. Upon Election Day, Lincoln's Birthday and Washington's Birthday school may be in session or not, as determined by the school authorities. No day is to be counted twice. Therefore, when school is in session on such days, they are not to be listed also as holidays.

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Superintendent Honored

Dr Harlan B. Allen, superintendent of schools in Mineola, was honored early in November at a testimonial dinner in recognition of 25 years of service in the Mineola school system.

Board of Regents

Appointments and Incorporations

The State Board of Regents, meeting in New York on December 17th, made the following appointments:

Dr C. Gorham Beckwith of Hudson was appointed to the Medical Committee on Grievances to fill the vacancy caused by the resignation of Dr William C. Kingsbury, New York City. Doctor Beckwith is a graduate of Chicago College of Osteopathy and served as instructor at Chicago Osteopathic Hospital. He was appointed for a term ending December 31, 1950.

James W. Kideney of Buffalo was appointed to the Board of Examiners of Architects for a term ending July 31, 1951, to fill the vacancy caused by the death of William G. Kaelber of Rochester.

The Regents named Henry L. Blatner of Albany to the School Buildings and Grounds Council to succeed the late J. Russell White of Albany for a term ending September 30, 1950.

Reappointments to the Nurse Council included Agnes Gelinas of Skidmore College, Saratoga Springs, Clayton W. Greene of Buffalo and Bernard McDermott of Brooklyn. Each was reappointed for a term of three years beginning January 1, 1949.

Sherman Mears, Utica Free Academy, was appointed to the committee assisting the State Education Department in preparing the Regents examinations for 1949.

An absolute charter was granted the American Craftsmen's Educational Council, Inc., New York City by the Board of Regents at its meeting in New York City on December 17th. This council carries on a program of education in handcrafts through workshops and traveling exhibits as well as an annual schedule of exhibits at "America House," its headquarters. It also maintains a School for American Craftsmen in the College of Liberal Arts at Alfred University. The council was granted a provisional charter in May 1943.

An absolute charter was granted Constable Hall Association, Inc., Constableville, Lewis county. This membership corporation was formed to take title to Constable Hall, built in 1820 by William Constable, son of a large landholder in the North Country, and until recently the home of his descendants. The house and 100 acres of land were purchased from the family by Mrs H. Davenport Cornwall and her brother, Harry S. Lewis, of Beaver Falls, who have rehabilitated the property. The new association proposes to preserve the property as a historic site, and to furnish it as an example of early life of that locality.

An absolute charter was granted to Central Yeshiva Tomchei Tmimim Lubavitz of the United States of America, Brooklyn. This is a rabbinical seminary "to train, teach and educate persons of the Jewish faith who are followers or disciples of the denomination or school of Jewish religious belief known as Lubavitch or Chabad in the teachings, traditions, doctrines and belief of that school." The seminary has had a provisional charter since 1941.

The Regents amended the charter granted Pace Institute, New York City,

authorizing a change of name to Pace College and the conferring of the degree of bachelor of business administration (B.B.A.). The institution was established in 1906 and was first known as Pace Institute of Accountancy and Business Administration; later known as Pace Institute.

The charter of the Munson-Williams-Proctor Institute in Utica was amended authorizing it to provide instruction in education at the college level in fine arts and to confer the degree of bachelor of fine arts (B.F.A.) upon qualified graduates.

A provisional charter was granted the Hebrew Union School of Education and Sacred Music, to be located at the Jewish Institute of Religion, New York City. This school of higher education will offer courses in Jewish religion, philosophy, culture, history and music.

Absolute charters were granted to following libraries: Croton Free Library at Croton on Hudson, Franklin Square Public Library, New Hyde Park Public Library, Otego Free Library, Salina Free Library, Sanborn-Pekin Free Library at Sanborn, Smyrna Public Library, Tivoli Free Library, Valatie Free Library, Lamont Memorial Free Library at McGraw.

A provisional charter was granted to the Brownville-Glen Park Library Association, located at Brownville. Its establishment brings library service to a group not now served by a local library and provides a distribution point for the books and services of the Regional Library Service Center, with headquarters at Watertown.

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School Supervisors Will Meet

The Association for Supervision and Curriculum Development will hold its fourth national convention at the Hotel Commodore, New York City, February 13th–16th.

Willard Goslin, president of the American Association of School Administrators and superintendent of schools at Pasadena, Calif., will give the keynote address at the opening session on February 13th.

At the afternoon session on February 14th, Hubert Humphrey, former mayor of Minneapolis and now a member of the United States Senate, will speak. Following his talk on "Are the Schools Free To Teach?" a panel will question the speaker on implications for the public school. Panel members include Roma Gans, Teachers College, Columbia University; William Burton, Harvard University; Howard Wilson, Carnegie Fund for International Peace; Hilda Taba, University of Chicago.

Robert Weaver, School of Education, New York University, will speak at the general session on February 15th.

Mrs Eleanor Roosevelt and Helene Brule, director of the Women's Normal School, Tours, France, will discuss "The School's Responsibility for Teaching International Understanding" at the general session at noon, February 16th.

During the convention workshop groups will discuss Education for World Cooperation, Meeting Threats through Freedom of Learning, Sex Education in the Schools, Education and National Security and Building Confidence in Education.

Films for Elementary Mathematics

The following list of 16-millimeter motion pictures has been compiled by Paul T. Williams, supervisor of visual education in the Bureau of Radio and Visual Aids, with the collaboration of the Division of Elementary Education. These films were thought worthy of being brought to the attention of teachers of mathematics.

Information regarding service fees or rental charges may be obtained from the distributors. The Bureau of Radio and Visual Aids of the Department does not distribute these films.

1 Let's Count (11 min. color or b. & w.)

Introduction to arithmetic. Difference between ordinal and cardinal numbers.

Distributor:

a Coronet Instructional Films (rent)
366 Madison avenue
New York 17, N. Y.

b Educational Film Library (rent)
Syracuse University
123 College place
Syracuse 10, N. Y.

2 We Discover Fractions (11 min. color or b. & w.)

Relates arithmetic symbols of fractions to children's experiences. Simple known examples — pie, apple, board etc.

Distributor:

See 1 above (rent)

3 The Language of Groups (10 min. color or b. & w.)

Boys and girls consider the financial and circulation problems of their school newspaper with bar, line, circle and equation graphs to picture relationships and make comparisons.

Distributor:

See *a* of 1 above (rent)

4 The Meaning of Percentage (10 min.)

The meaning of percentage as hundredths both as fractions and as decimals.

Distributor:

Bertram Willoughby Pictures (rent)
1600 Broadway
New York 19, N. Y.
See *b* of 1 above (rent)

5 What Is Four? (10 min.)

First-year level approach to an understanding of the meaning of numbers. Illustrates the number 4 in a variety of concrete and semiconcrete situations.

Distributor:

See 4 above (rent)
See *b* of 1 above (rent)

6 Parts of Nine (10 min.)

Sequel to *What Is Four.* Develops the meaning of the number 9 through the use of concrete material involved in preparing for a birthday party.

Distributor:

See 4 above (rent)
See *b* of 1 above (rent)

7 Parts of Things (10 min.)

Development of the meanings of one-half and one-fourth of single things, as an introduction to fractions.

Distributor:

See 4 above (rent)
See *b* of 1 above (rent)

8 The Teen Numbers (10 min.)

Develops the meaning of the one-place numbers — 1–9 — through grouping objects and indicating these numbers in a series; meaning of the numbers 10–19 is developed as groups of 10 and 1's, and as they are shown in relation to the single digit numbers 1–9.

Distributor:

See 4 above (rent)

9 Meaning of Long Division (11 min.)

Animated diagrams are used to show that long division is a series of simple subtractions.

Distributor:

Encyclopaedia Britannica Films, Inc. (rent)
450 West 56th street
New York 19, N. Y.

See *b* of 1 above (rent)

10 Fraction Series (10 min. each, color or b. & w.)

How to Add Fractions; How to Change Fractions; How to Divide Fractions; How to Multiply Fractions; How to Subtract Fractions; Introduction to Fractions; Decimal Fractions; Percentage (as fractions).

Distributor:

Johnson Hunt Productions (sale)
1133 N. Highland avenue
Hollywood 38, Calif.

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Names in the News

Stephen F. Bayne, deputy superintendent of schools in New York City, was elected president of the New York Academy of Public Education at a meeting of the academy on November 16th. He succeeds Dr Robert I. Gannon, president of Fordham University.

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Paul Wamsley, principal of School 51, Buffalo, was honored at a dinner by the faculty members of the school on November 11th in recognition of his 25 years as principal of that school. School 51 was cited after World War II by the United States Treasury Department as having the highest per capita average for war bond sales of any school in the Nation. Pupils of the school sold more than $1,000,000 worth of bonds.

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Nellie Sullivan, teacher and principal in Gouverneur schools for more than 40 years, has retired. Members of the Gouverneur Teachers Association observed her retirement with a dinner in her honor.

Discussion Help

"Adventures in Human Relations," bulletin of the Association for Childhood Education, 1948, is recommended by the Bureau for Child Development and Parent Education for reading and discussion by school people, whatever their positions or length of experience may be.

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Aid for Conferences

Two Lessons of Group Dynamics, a pamphlet dealing with the appointment and conduct of committees and on the planning and management of conferences, is published by Educator's Washington Dispatch, Deep River, Conn. The Bureau of Child Development and Parent Education recommends it to school people.

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Retired Teacher Dies

Everett S. Hewes, who retired in 1944 as a teacher in Hudson High School after 34 years on that faculty, died November 30th. Each year the Hewes scholarship is awarded to the outstanding business subjects pupil at Hudson High School.

Retirements Bring District Changes

Nine changes in district superintendencies — the largest number at one time since August 1, 1941 — took effect on January 1st, according to announcement by Dr Edwin R. Van Kleeck, Assistant State Commissioner of Education, under whose supervision the superintendents work. The changes resulted from the retirement of nine men as district superintendents of schools in accordance with the general state policy covering state employes aged 70 or over.

Nearly all the nine superintendents had been in office since the establishment of the district superintendency system, effective January 1, 1912. Most of them, accordingly, had served as district superintendents continuously for 36 years.

Under the Education Law, the State Education Department is required, when a vacancy occurs in the office of district superintendent of schools, to study the county involved and determine if the work can be done satisfactorily with a smaller number of district superintendents. In conformity with this statute, six of the nine supervisory districts have been eliminated and the territories merged with other supervisory districts in the same counties.

Under the same 70-year retirement policy, three other district superintendents retired September 1st. All three of these positions were abolished. As a result, 12 district superintendents have retired since August 31st, and the number of district superintendencies in the State has been reduced from 176 to 167, Doctor Van Kleeck said. The original number established under the 1912 law was 208, of which number 41 have been discontinued since 1934. Doctor Van Kleeck stated that it was likely that it would be impractical and undesirable to eliminate many more of the district superintendencies as they become vacant through retirement, resignation or death.

The district superintendents have supervision over all the State's thousands of school districts except the 62 cities and the 100 larger villages. These 162 communities have their own superintendents. Since 1925, 5494 school districts have been united into 358 central school districts, mostly as a result of the work of the district superintendents, Doctor Van Kleeck said.

"I am almost at a loss for words to express adequately the gratitude of the Department and of the people of the State to these 12 retiring district superintendents," Doctor Van Kleeck said. "They are the men who have borne the heat of the battle for improved rural education. They are the educators who took the new district superintendency system, when in 1912 it replaced the unsatisfactory school commissioner system, and made a reality of the ideals of the late Commissioner Andrew S. Draper and the late Assistant Commissioner Thomas E. Finegan. These are the men who, utilizing the Cole and Friedsam laws, brought about the central school system — a system, which, according to educators in other states and nations, has put rural education in New York State at the top among the 48 states."

Although elected locally by school directors, the district superintendents are

employes of the State Education Department, the Assistant Commissioner explained. For some years the certification requirements for the office have been the same as those for city and village superintendents. In 1942 the quinquennial election of district superintendents was replaced by the Legislature by a form of continuing appointment.

The nine January 1st retirements were as follows:

Cattaraugus county, supervisory district 2, Gilbert A. Farwell of Hinsdale

Greene county, supervisory district 2, Robert M. MacNaught, Windham

Herkimer county, supervisory district 4, Burt M. Robinson, Poland

Jefferson county, supervisory district 1, Charles M. Pierce, Mannsville

Monroe county, supervisory district 1, Wallace W. Rayfield, Webster

Oneida county, supervisory district 2, Harry C. Buck, Clayville

Oneida county, supervisory district 4, Francis M. Carr, Rome

Onondaga county, supervisory district 1, M. E. Hinman, Tully

St Lawrence county, supervisory district 2, Arch W. Fortune, Morristown.

Of these nine, the positions of Superintendents Buck, Carr and MacNaught have been filled.

The three September 1st retirements were:

Cortland, supervisory district 1, Albert W. Armitage, Homer

Yates, supervisory district 1, Joseph F. Bullock, Penn Yan

Oneida, supervisory district 6, Daniel M. Blue, Boonville

Elected by the school directors to succeed Superintendent Buck was Arthur A. Radley, supervising principal of the Waterville Central School. Mr Radley was president of the Central School Principals Association and was recently appointed by the Board of Regents to the Advisory Council on Secondary Education.

Superintendent Carr since September 1st had administered in addition to his own territory the supervisory district of former Superintendent Blue. Mr Carr's successor is D. Everett Bliss, a member of the faculty of the Mohawk Central School and formerly principal of the Poland Central School. Mr Bliss is living temporarily at Stittville and will make his permanent residence in Holland Patent.

Elected to succeed Superintendent MacNaught was W. Elwood Hitchcock, director of guidance for the West Canada Valley Central School, the Van Hornesville Central School and the Dolgeville Central School in Herkimer county. A former resident of Windham, Greene county, Superintendent Hitchcock will live at Windham.

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Building Plans Approved

Building plans approved by the Division of School Buildings and Grounds of the Department include the following:

Niskayuna, addition to school, $830,000

New Windsor, construction of athletic field and baseball diamond, $15,000

Hartsdale, alterations to Central Avenue School, $125,000

Avon, reinforcing and alterations, $20,000

Babylon, alterations and additions, $170,000

Roslyn, addition and alterations to central building, $215,000

Newcomb, bus garage, $10,000

Whitney Point, addition and alterations to Whitney Point Central School, $120,000

Oppenheim, new elementary school, $125,000

Holland, alterations and addition, $75,000

A Noon-Hour Plan for Rural Schools

Principal John Van de Water of Hartford Central School has reported a plan which has successfully solved the winter noon-hour problem in his school, and which he believes might be adapted to the needs of other rural districts. As worked out in cooperation with H. Roland Lyford and Doris E. Harrington of the Hartford physical education staff, the pupils in grades 9–12 have their noon activity hour from 12 to 12.40 o'clock while the pupils in grades 6–8 are having their fifth period classes or study hall. In the following period, 12.40 to 1.20 o'clock, grades 6–8 have their noon activity hour, while grades 9–12 go to their fifth period. The eating period for all pupils is from 11.40 a. m. to 12 noon.

Activities are available in the gymnasium and in the science room or in a game room recently furnished by the efforts of the agricultural department. These facilities are used alternately by boys and by girls in the two noon-hour periods. Intramural activities offered include basketball, volley ball, newcomb, badminton, foul shooting, spot shooting and indoor soccer. Three ping-pong tables and three bridge tables in the game room are supplemented by facilities in the science room for movies and for such games as chess and checkers. Alternating teacher supervision is provided for the game and science rooms.

Further variety is introduced by utilizing one day weekly for a mixed boys and girls period of dancing (square and round). On Fridays, when a short noon-hour period is held from 11.40 a. m. to 12.20 p. m., pep rallies, dancing or movies are arranged for all pupils.

Principal Van de Water said that the plan is working exceptionally well, "because of full support from the office and faculty — all pitch in and help."

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Guide to School Bus Maintenance

School Bus Maintenance, a guide to assist school administrators in planning and improving bus maintenance programs, has been issued by the Office of Education, Federal Security Agency. Based on practical experience in pupil transportation, the guide outlines procedures and standards and furnishes recommendations on personnel, garage facilities and garage equipment.

According to the bulletin, maintaining the country's 92,000 school buses costs approximately $20,000,000 a year. The importance of good maintenance in providing for health and safety, efficient service, and lowered costs is emphasized. Practical recommendations reflect the combined experience of members of the Advisory Committee on School Bus Maintenance and of 175 operators of school bus garages in 15 states.

Copies of School Bus Maintenance (Bulletin 1948, No. 2) are on sale for 15 cents a copy by Superintendent of Documents, United States Government Printing Office, Washington 25, D. C.

Science Teachers Visit State Museum

The eastern zone of the New York State Science Teachers Association met December 11th in the office of the Director of the State Museum to become acquainted with the Museum facilities for teaching science.

Dr Carl E. Guthe, Director, welcomed the group and spoke of the history of the State Museum, its work and the work of the more recently organized State Science Service. Alvin G. Whitney, Assistant Museum Director, followed with an informative talk on Museum publications of special interest to science teachers. A representative collection of these publications was on display for the group to examine. The services of the educational staff of the Museum — in the form of guided tours and preparation of free leaflet material designed for teacher reference — were discussed by the Museum education supervisor, Myrtice A. Blatchley.

The teachers were taken on a guided tour of the science halls of the Museum with special talks by the State Paleontologist, Dr Winifred Goldring, and the Acting State Geologist, Dr John Broughton. Each teacher received a specimen of halite or rock salt for classroom use.

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Museum Exhibits Are Improved

The world-famous Sterlingbush calcite crystals, long a feature attraction in the New York State Museum, have been given the "new look." New cases have been constructed especially to show off these unique pink crystals to best advantage. Discovered in 1906, during the quarrying operations in Lewis county, the crystal cave which was lined with these crystals was reconstructed in an alcove of the State Museum. The larger, more distinctive crystals were exhibited in several near-by cases.

The new exhibits feature the finest of the specimen crystals and are located immediately adjacent to the crystal cave reconstruction. The specimens have been mounted on massive blocks which have been painted a complementary color. Diffused fluorescent lighting brings out the delicate hues and will make for much more satisfactory viewing than was possible with the old arrangement.

One of the most popular exhibits in the New York State Museum, that of fluorescent minerals, has recently been reinstalled and improved.

The minerals on display are those which fluoresce when exposed to ultra-violet light. Specimens have been chosen, both from New York and out-of-state, which demonstrate the phenomenon to best advantage. New ultra-violet lights and special filters make the new exhibit much more brilliant than that formerly on display.

Family Life Is Conference Theme

A unique panel discussion on today's problems of starting married life featured the conference on Parent and Family Life Education held in Schenectady November 17th–19th. Four young married couples discussed the difficulties of finding a place to live and of trying to meet the rising costs of living, the limited opportunities for recreation with the high cost of hard-to-get baby-sitters and the problem of finding time for community life and for study for business or professional advancement. Harold Ennes, director of health education for the Erie County Health Department, led the discussion.

This 15th annual state-wide conference was sponsored by the State Education Department and the Regents Committee on Parent Education, with the Schenectady Department of Education and the Related Activities Council of Schenectady as local sponsors.

Dr Ernest G. Osborne, Teachers College, Columbia University, addressed the conference on the forces that tend to disrupt family life today — inadequate housing and its effect on family relationships; the small family, which sometimes emphasizes rivalries among the children; and personal attitudes on the part of parents that affect the development of their children.

Round-table discussions were held each day of the conference, and demonstrations of parent education technics were given by use of films, a hand puppet show and a dramatic skit. Modern educational methods were demonstrated by a skilled teacher and third and fourth grade children in an arithmetic class.

Mrs Sidonie M. Gruenberg, director of the Child Study Association of America and chairman of the National Committee on Parent Education, spoke on New Vistas in the Family at the dinner meeting, November 18th, at the Hotel Van Curler.

Dr James L. Hymes jr, State Teachers College, New Paltz, concluded the conference with a summary of the conference discussions.

Mrs Wilma D. Scott, parent education supervisor of the Schenectady public schools, was chairman of the conference committee. Representatives from many organizations and agencies interested in parent and family life education attended the conference.

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Elementary Principals Meet

Charles E. Flinn of Watertown was elected president of the New York State Association of Elementary School Principals at the 19th annual conference of that association in Syracuse, December 5th–7th. Other officers of the association elected at the meeting are: Raymond W. Arnold, Kenmore, first vice president; Dudley C. Snyder, Valley Stream, second vice president; Charles W. Joyce, Rochester, secretary-treasurer.

Resolutions adopted by the association were as recommended by the Educational Conference Board.

Secondary Education

Jenkins Elected Association President

Albert O. Jenkins of Geneseo was elected president of the New York State Association of Secondary School Principals at the annual meeting of that association in Syracuse, December 2d–4th. Other officers elected for the coming year were Frank K. Mosher, Marion, vice president; Martin M. Mansperger, Freeport, secretary; Philip Schweikhard, Snyder, assistant secretary; Wilbur T. Miller, Corning, treasurer; William Hageny, Cold Spring, assistant treasurer.

The executive committee includes T. Walsh McQuillan, Au Sable Forks; Willard F. Prior, Oneida; Earl L. Vandermeulen, Port Jefferson.

Resolutions adopted by the delegates to this 64th annual conference included the following:

Favoring increased state aid along the lines of the Young-Milmoe bill

Urging state aid for school construction to meet the present critical need

Favoring adjustment of scholarship aid commensurate with the current cost of higher education

Recommending legislation to permit adjustment of teacher retirement allowance to permit claim for prior service; also to permit veterans in teaching service to adjust retirement payments to cover the period of military service

Urging a state-aid program for adult education, including such programs given in central schools

Supporting legislation for increased federal aid for the school lunch program

Favoring federal aid to public schools, with control of educational program continued in states and local school districts

Urging legislation to cover sex crimes against children and facilities for dealing with offenders

Supporting the principle of fiscal independence and freedom from tax limitation in all school districts of the State

Indorsing the principle and program of UNESCO

Recommending a study of the effectiveness of the University scholarships to determine if additional scholarships should be made available for vocational students and others not now eligible for such scholarships

Favoring a study by the executive committee of the salaries paid to principals of secondary schools in the State, outside of New York City, with findings to be reported to the membership

Expressing appreciation of James H. Harris, recently retired from the State Education Department; and of the late Frank DeGelleke, Sea Cliff, past president of the association

The theme of the conference this year was "Cooperative Planning in General Education."

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School Names Changed

Change of name for the following schools in New York State was authorized by the Regents on December 17th:

Clymer High School, Clymer, to Clymer Central School

Elba High School, Elba, to Elba Central School

McLean Union School, McLean, to McLean Central School

Northville High School, Northville, to Northville Central School

Pottersville Union School, Pottersville, to Pottersville Central School

State Pupils Score in Contest

A New York City boy and an Albany girl won first prize respectively in the senior and junior high school sections of the state-wide essay contest on "New York's Contribution to the Cause of Freedom," sponsored during the spring term of 1948 by the New York State Historical Association and the White Memorial Foundation of Cooperstown. George A. Johnston, New York, a senior at DeWitt Clinton High School, is first prize winner in Class A for senior high schools. Barbara Jane LeVine, Albany, a sophomore at Schuyler Senior High School but a ninth year student at William S. Hackett Junior High School when she wrote her winning essay, carries off first award in Class B, for junior high schools.

Michael Gray, of New York City, this year a freshman at Carnegie Institute of Technology, Pittsburgh, but a student at Stuyvesant High School during the spring term of last year, won second prize in Class A, while Beverly Disque of Holland Patent Central School won second prize in Class B.

Other winners in the senior high school division are: Alice Ruda, Immaculate Heart of Mary Academy, Buffalo, and Constance Stanton, Norwich High School, tied for third place; Leona Geleszinska, Immaculate Heart of Mary Academy, Buffalo, fifth prize; Doris Marsh, Blodgett Vocational School, Syracuse, sixth prize; and Norma Fazia, Mount St Ursula High School, New York City, seventh prize.

Joan Osgood, East Junior High School, Binghamton, won third prize in Class B, with Joy Schuck, Farmingdale High School, winning fourth prize; Ruth Udelsman of Shimer Junior High School, Jamaica, fifth prize; Ellen Brunner, Amherst Central School, Snyder, sixth prize; Donal Barber, Knickerbacker Junior High School, Lansingburg, Troy, seventh prize; Barbara Colsten, East Junior High School, Binghamton, and Ellen Corey, Columbia High School, East Greenbush, tied for eighth prize; and George Kessler, Holland Patent Central School, tenth prize.

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Arrange Near-East Seminar

A six-week seminar on modern Arab life and culture will be held next summer at the American University of Beirut under the sponsorship of that university together with State Teachers College, Oneonta, Western Michigan College of Education and Wilson Teachers College.

The seminar is planned primarily for teachers in service interested in doing graduate work, and is planned especially for social studies teachers. Students or others not now engaged in teaching are also eligible. Six hours of graduate credit or eight hours of undergraduate credit for the seminar will be granted by Western Michigan College of Education or by State Teachers College at Oneonta. Plane reservations from New York have been engaged for June 16th.

For detailed information, inquire of E. Lewis B. Curtis, professor of history at the State Teachers College at Oneonta. Prompt action to join the seminar is urged by the sponsors.

State's Future Farmers Set Records

New York State had a record delegation of 120 Future Farmers and teachers of agriculture at the 20th national convention of the Future Farmers of America, held at Kansas City, Mo., November 14th–18th.

Five New York boys received the American Farmer degree, the highest award of the organization. They are Robert Hill jr, Elbridge; Floyd Voorhees, Perry; Gerald Scharping, Albion; Robert Batsford, Cattaraugus; William Randolph, Moravia.

Official delegates from New York were Robert Herrington, Addison, president of the New York Association, and Lee Yutzler, Holland Patent, secretary-treasurer of the state association.

Wellsville chapter of Future Farmers received the bronze emblem plaque for outstanding chapter activities and the South Kortright chapter received honorable mention for this same activity.

Participating in the 105-piece band were three New York State boys — Carl Brink, Newark Valley; Nelson Blair, Nunda; Marvin Childs, Corfu. James W. Hatch, supervisor in the Bureau of Agricultural Education of the Department, directed the national chorus of 90 voices, including four New York boys — Donald Bozanic, Worcester; John Elwood, Van Hornesville; Charles Forest, Rush; Ward Fenn, Wilson. W. J. Weaver, supervisor in the Bureau of Agricultural Education, accompanied the main group of Future Farmer members and teachers to the convention.

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Will Study Home Economics Education

Many school administrators in the State will soon be asked to cooperate in a research study that aims to determine the contribution which home economics is making to education for personal and family life in New York's secondary schools.

A series of evaluation instruments for the study have been worked out by Esther F. Segner and Dr Ethel L. Cornell of the Division of Research, who are conducting the study. The tests were tried out at Lansingburgh and Cobleskill during November. After the evaluation forms have been refined they will be applied to a sampling of secondary schools selected to represent the entire State.

Miss Segner reported on the progress of this study to a group of 35 home economics teachers from the teachers colleges, universities and colleges of the State on November 12th in Albany. It was from this group that the request for the study came.

Oneonta Is Host to Conference

An area school lunch conference was held at Oneonta State Teachers College on November 8th. More than 75 superintendents, principals, home economics teachers, school lunch managers and others concerned with school feeding and nutrition education were present, representing nearly every school in the two counties. Among the speakers on the program were Dr Charles W. Hunt, president, Oneonta State Teachers College; Martha Pratt, head of the department of home economics, Oneonta State Teachers College; Amenzo W. Merrill, district superintendent of schools, Delaware county; Mrs Clara Craft, school lunch cook-manager, Roxbury Central School; Eleanor Green, regional supervisor, New York State Tuberculosis and Health Association. School lunch representatives from the Department were Evelyn S. Fisher, Margaret E. Prentice and John Ward.

One of the highlights of the conference was a report by Mrs Craft on the school lunch cooks' training school at the Long Island Agricultural and Technical Institute at Farmingdale last summer. "The greatest stress was given to the type 'A' lunch and its importance in the development of the growing child from first grade through high school," Mrs Craft reported. "We prepared food in quantity, worked on new recipes and attended demonstrations by our teachers on how to use surplus foods and meet the lunch requirements. Films of school lunch rooms and other eating places, showing safety precautions and sanitary regulations, added to the interest. Miss Prentice and her staff had a library where we read and collected booklets to take home with us. These were days well spent."

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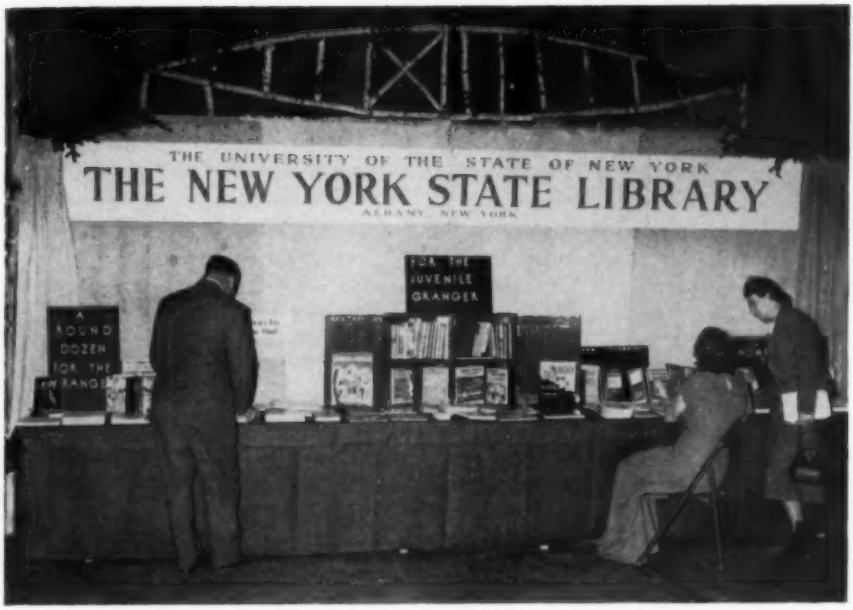
Plan Improved School Lunch Program

Naomi Voegele, Helen Diehl and Eleanor Holmwood, supervisors of the school lunch program, attended the School Food Services Association conference in Detroit, November 18th–20th. The conference program covered all phases of school lunch administration, such as handling of personnel, arrangement and equipment, safety, school lunch legislation, nutrition education and controlling food costs. Demonstrations in quantity food preparation were given and visits were made to several of the Detroit public schools.

The supervisors of the school lunch program are participating in the planning and conducting of regional conferences of county nutrition committees throughout the State. Several county nutrition committees have included the school lunch in their programs of work for the year. At a recent meeting of the school lunch committee of the state nutrition committee, it was recommended that county nutrition committees concern themselves with the interpretation and promotion of the school lunch program in their several communities and with pending or new state and federal legislation.



Division of Library Extension Demonstration of Its Services at the Annual Session of the New York State Grange, Lake Placid, December 14th–17th

New York Public Library Celebrates

The New York Public Library celebrated the hundredth anniversary of its founding in a series of public ceremonies and exhibits during the week of November 22d–27th. At noon on November 23d the library rededicated its services to the people of New York in a brief ceremony on the steps of the Central Building, Fifth avenue and 42d street, and at that time paid tribute to the public-spirited citizens whose efforts and gifts made the library's first century of service possible. Vincent R. Impellitteri, president of the City Council, on behalf of Mayor O'Dwyer, presented to Ralph A. Beals, director of the library, an illuminated scroll.

Among the speakers were Roy E. Larsen, Dr Harry Woodburn Chase, Newbold Morris, Cardinal Spellman, Vincent R. Impellitteri, Ralph Beals and Morris Hadley.

In 1848 John Jacob Astor left funds for the city's first free library "for the advancement of useful knowledge." From the small reference library on LaFayette place has evolved the complex institution of today that serves millions of students and readers and circulates more than 8,000,000 books a year.

Library Bill of Rights

All librarians and library trustees will wish to restudy the Library Bill of Rights. Adopted by the Council of the American Library Association, the following basic policies govern the services of all libraries:

1 As a responsibility of library service, books and other reading matter selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should any book be excluded because of the race or nationality, or the political or religious views of the writer.

2 There should be the fullest practicable provision of material presenting all points of view concerning the problems and issues of our times, international, national and local; and books or other reading matter of sound factual authority should not be proscribed or removed from library shelves because of partisan or doctrinal disapproval.

3 Censorship of books, urged or practised by volunteer arbiters of morals or political opinion or by organizations that would establish a coercive concept of Americanism, must be challenged by libraries in maintenance of their responsibility to provide public information and enlightenment through the printed word.

4 Libraries should enlist the cooperation of allied groups in the fields of science, of education, and of book publishing in resisting all abridgment of the free access to ideas and full freedom of expression that are the tradition and heritage of Americans.

5 As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members.

Professional Items

Public Library Plans for the Teen Age

This publication of the American Library Association explains the possibilities for specialized public library service to young people, and shows how the public library enriches and reinforces school library service. The price is $1.75.

Working with a Legislature

A brief guide for librarians and laymen has been compiled by Mrs Beatrice Rossell and published by the American Library Association (price $1.90). From her personal experience in connection with library legislation Mrs Rossell gives valuable pointers on what to do and what to avoid doing.

Choosing Your Bookmobile

The second section of the November 1948 issue of the A. L. A. Bulletin is devoted to up-to-date material on mobile units. All articles have been written by specialists with practical experience, and the issue should prove to be an invaluable aid to all libraries planning extension services.

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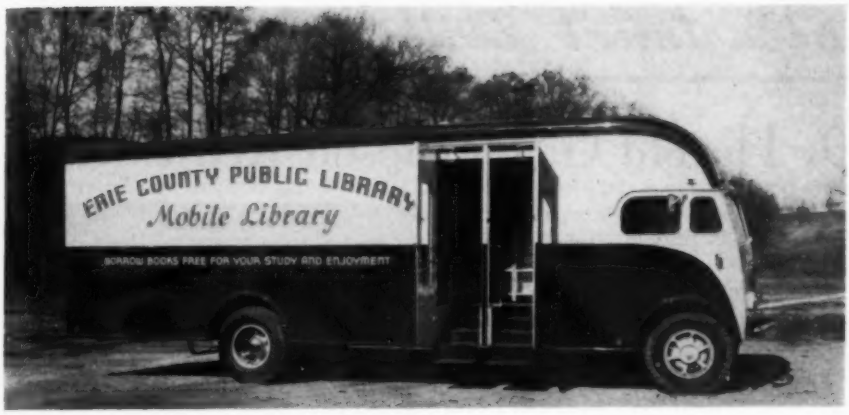
Books for Bed Patients

A new service for immobilized patients has been inaugurated at the Hempstead Library through the cooperation of the Zonta Club of Long Island, which presented the library with a "ceiling projector." By means of this projector microfilm images of books are projected on the ceiling making it possible for bedridden patients to read easily. More projectors will be purchased for the library at a future date. The library and the Zonta Club hope to make this service available to all residents of the county.



Bookmobile Serves Erie County

The newest and largest bookmobile unit in New York State has completed its first month of service in Erie county. In spite of holidays, the use far exceeded expectations and the many demands indicated the immediate need for a larger stock of children's books.

The mobile unit of the Erie County Public Library serves a population of over 85,000. The unit at present is making 35 stops once every two weeks.

The bookmobile is modern in all respects. It is equipped with a photocharger which makes distribution procedures rapid. Its shelving capacity is great enough to permit a large and varied book collection on all trips. Trained assistants provide advisory and reference services for even the most remote places.

Information on cost and specifications can be obtained from the Erie County Public Library, Buffalo, N. Y.

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Book Rates

New postage rates for books became effective January 1, 1949. The rate for books mailed from or returned to libraries (interlibrary loans) remains, however, at four cents for the first pound and one cent for each additional pound provided the mailing is within the State or within the first three postal zones. The rate for other books was increased from four to eight cents on the first pound and from three to four cents on each additional pound.

New Library Course

The University of Rochester School of Liberal and Applied Studies has introduced courses in library science, to help to meet the acute shortage of librarians. The first term was devoted to reference and bibliography, and the new term starting February 2d will offer a course in library organization and administration. The courses are given at the Women's College Library on the Prince Street campus, Tuesday and Thursday evenings.

Dr Harold G. Thompson Retires

Dr Harold G. Thompson, who has directed the state-wide program of Regents examinations for the past ten years, retired January 1st from his position as Director of the State Education Department's Division of Examinations and Testing. He has served the State Education Department for nearly 25 years and has been engaged in educational work for more than 35 years.

Dr Harold G. Thompson

Doctor Thompson's administration of the State's program of examinations has been marked by modernization of the Regents examinations to include more of the type of questions that not only bring out factual information but test the pupil's ability to apply facts to the whole field in which he is being examined. Under his direction, the practice of setting examinations for each year in continuing subjects, such as English, has been changed to a comprehensive examination at a later period in the pupil's study. He also inaugurated the program of "progress" tests in such subjects as reading and mathematics, to determine pupils' progress and to measure the effectiveness of classroom teaching technics and materials.

Doctor Thompson has also had responsibility for the program of scholarships that the State awards for study in colleges and universities. This program involves about $3,500,000 a year and includes the University and Cornell scholarships and the scholarships for children of deceased or disabled veterans. Also included in recent years are the scholarships for veterans of World Wars I and II, 1200 of which are granted each year. Under his administration of this scholarship program, the competition for the awards has been based primarily upon a comprehensive general examination, largely of the objective type, rather than solely upon the candidate's standing in certain Regents examinations, as in the past.

"Doctor Thompson's administration of the Division of Examinations and Testing established a real landmark in the work of the State Education Department," said Commissioner Francis T. Spaulding. "He brought to his office the capacity for meticulous and painstaking care and attention to detail which the examination

program required, and he firmly established the thorough integrity and the reputation for integrity without which the program could not have succeeded."

Before his appointment as head of the examination program, Doctor Thompson was supervisor of ancient languages for the State Education Department, in charge of instruction and examining in classical courses in high schools of the State, and also covering the general field of secondary education.

For ten years, before coming to the Department, he was on the faculty of the State Normal School at Potsdam. He organized and was principal of the junior high school at Potsdam and later was principal of the senior high school department. He also taught in private schools and at Cornell University summer school.

Doctor Thompson was graduated from Williams College and received his master's degree from Yale University. He also studied at Teachers College, Columbia University, and at New York University. St Francis College, Brooklyn, conferred upon him the honorary degree of doctor of laws in 1941.

He has contributed to various educational and classical periodicals and collaborated in writing two Latin textbooks. He holds membership in various state and national education associations, particularly in the field of the classics.

Doctor and Mrs. Thompson were guests at a tea given early in January in the Regents Room, at which time they were presented with a television set and other gifts.

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Department Offices Move

For the convenience of those who have business to conduct with members of the State Education Department, the addresses of the divisions and bureaus of the Department that are now located elsewhere in Albany than the State Education Building are listed below.

Assistant Commissioner Irwin A. Conroe, in charge of professional education, is at 23 South Pearl street. The professional boards — certified public accountancy, dentistry, medicine, nursing and pharmacy — are also at 23 South Pearl street.

The following bureaus are also at 23 South Pearl street: Adult Education, Industrial Service, Industrial and Technical Education and Professional Education.

The Division of Research is at 46 Chapel street. At that same address is the office of the High School Equivalency Program.

The Division of Vocational Rehabilitation is at 444 Broadway.

The district office of the Division of Motion Pictures is at 112 State street.

The Administrator of the Education Practices Act is located at 91 State street.

Changes of location within the State Education Building have also been extensive and it is suggested that inquiry be made at the Information Desk.

Two offices that formerly were located outside the State Education Building are now located in the Education Building. They are the offices of Associate Commissioner Lawrence L. Jarvie, in charge of adult education and technical institutes, and the office of the State Educational Agency for Surplus Property.

Educational Notes

Eisenhower Cites Need for Education

"The dangers to the American way of life are not all without: the most dangerous are within," declared President Dwight D. Eisenhower of Columbia University in an address at the 15th anniversary dinner of the New York Education Council at the Waldorf-Astoria in New York City on December 1st.

"They are suspicion, prejudice, intolerance, bigotry, hate and greed," he continued. "No institution whether it be a business, the home, the church, the school, even democracy itself can long endure the weakening effects of these poisonous enemies."

World War II helped us to realize, President Eisenhower explained, that "freedom is our most precious possession and that its preservation entails obligations, responsibility and even sacrifice." Continuing, he said:

People are not free who harbor irrational prejudices against men of differing views, of other cultures or races, or who practise discrimination and religious bigotry. People are free who, deep in their souls, have the spirit and the will to safeguard the ideals of freedom, justice, tolerance and fair play. To be free, people must practise as well as give lip-service to the Good Neighbor principle which in essence means the recognition of the worth and dignity of each human being regardless of race, color, creed or social status.

In the second place, it implies that those primarily concerned with education should rededicate themselves to the task of creating the kind of citizens we want and need. We want citizens who have broad perspective, a critical constructive approach to life, standards of value by which men can live nobly, a deep sense of responsibility for their fellows, who are persons of integrity easily motivated to action in the cause of individual freedom, social justice and international peace, who will use their leisure in ways creative and not corruptive and who will go on learning throughout life adapting themselves to change without losing conviction.

We need more citizens who can make intelligent and wise judgments and who will work effectively to good ends with others . . . We need citizens who are concerned about values in terms of integrity of character, motives, attitudes and behavior — men and women who will apply the use of the scientific method to human relations in terms of community well-being. Lastly, we need more citizens who have devotion for the public good, who have determination not to let greed, bigotry, hate, racial and religious discrimination stifle democracy, and who regard the task of social amelioration and human betterment as the surest road to greatness of achievement and personal satisfaction.

Dr Eduard C. Lindeman, professor of social philosophy, New York School of Social Work, Columbia University, in his address, asked for cooperation in presenting the need for adult education, saying "A nation needs wise and resolute leadership, and a democratic nation, perhaps, needs more of these qualities than any other; but leaders can not truly lead, and wisdom can not really operate, nor courage prevail, unless these qualities are also to be found in the people."

Speaking of the nature and function of adult education in general, Doctor Lindeman said:

Adult education is that legendary force which enables people to "lift themselves by their own bootstraps," as in Denmark

after their defeat by Prussia; as in Antigonish, Nova Scotia, when the fishermen were starving.

It is that efficacious solvent which washes away the extremes of arbitrary opinions and thereafter allows participants to function in the area of the golden mean.

It is the modern version of the "cracker barrel" technic which offered to the citizens an opportunity to express their differences, to talk as well as to listen, to communicate without the intervention of artificial barriers, and to share their knowledge, their feelings and their experiences.

It is the escalator which brings individuals together from many walks of life and helps them to discover their common interests, to clear away their misunderstandings, and finally to create little fellowships of the mind, friendship groups.

It is the laboratory of human relations, the place where the aggressive are tamed and the meek find their place and their role, where the intolerant and the prejudiced expose themselves to the light of truth.

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Notebook for New York Writers

The New York State Plays Project, sponsored by the Cornell University Theatre and, through the National Theatre Conference, by the Rockefeller Foundation, has published a pamphlet, Playwright's Notebook of New York State, compiled to assist the playwright in turning up ideas for New York regional plays. While the prime aim of the pamphlet is to stimulate the playwright's imagination and show him the possibilities of our State's regional materials, it contains a brief manual for the beginner.

The project has already published a volume, The Lake Guns of Senéca and Cayuga, and Eight Other Plays of Upstate New York, edited by A. M. Drummond and Robert E. Gard. Though this volume is out of print, the plays may be obtained under separate cover. The full-length play, The Cardiff Giant, is at the printers; a volume of one-act upstate plays, edited by A. M. Drummond and E. L. Kamarck, is to be published soon, and further scripts are being considered.

Prizes are offered for the best one-act regional plays — a first prize of $100 and two honorary mentions of $25 each. The deadline for this year's contest is May 31st. These entries will be judged during the summer and it is expected to produce or print a selection from these in the autumn of 1949.

The Playwright's Notebook may be had for 35 cents postpaid from New York State Plays Project, 127 Goldwin Smith Hall, Cornell University, Ithaca, N. Y.

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Dr John Tilsdley Dies

Dr John Tildsley, who retired in 1937 as associate superintendent of schools in New York City, died November 21st. During his 40 years of continuous service in the school system of New York City he was a vigorous champion of many controversial causes. Upon his retirement, Dr Harold G. Campbell, then superintendent of schools, termed him "one of the outstanding secondary school men in the country."

Recommended New Books

SUGGESTED FOR ADULTS AND YOUNG PEOPLE BY THE BOOK INFORMATION SECTION, DIVISION OF LIBRARY EXTENSION, NEW YORK STATE LIBRARY

Fiction

Cadell, Elizabeth. Gay pursuit. Morrow. $2.75

A diverting light English comedy in which an efficient young woman, on a visit to her stepfather's family, attempts to bring order and organization into the muddled affairs of the household.

Irwin, Margaret. Elizabeth, captive princess. Harcourt. $3

How the young, redheaded Princess Elizabeth, her mind fixed on the throne, warily steers a complicated course through the machinations of her enemies, even when immured in the Tower. A dramatic, colorful novel, sequel to *Young Bess.*

Parrish, Anne. A clouded star. Harper. $2.75

Deeply moving, sensitive evocation of Harriet Tubman, the dauntless Negro woman, and of one of the many perilous journeys on which she endangered her own life to lead to Canada and freedom frightened little groups of escaping slaves.

Walsh, Maurice. The damsel debonaire. Lippincott. $2.75

Concerned with the young heir to an impoverished Irish castle, his sister who attempts to save the property by breeding race horses, and his cousin, the damsel leading him a merry dance.

Nonfiction

Benét, W. R., *ed.* The reader's encyclopedia. Crowell. $6; thumb indexed $6.75

Well-organized, one-volume encyclopedia of world literature and the arts, making use of some material from Crowell's *Handbook for readers and writers,* published in 1925. Arrangement is alphabetical, with numerous cross references.

Leeming, Joseph. Money-making hobbies; 100 easy ways to earn extra money. Lippincott. $2.69

Equally useful for fun or profit.

Perkins, Dexter. The evolution of American foreign policy. (The Home univ. lib. of modern knowledge) Oxford. $2

Concise discussion, including background of American political history and an excellent summary of current problems. Index.

Pretorius, P. J. Jungle man [his] autobiography. Dutton. $3.75

Exciting adventures of a quick-thinking, courageous huntsman and trader in the African jungle. Photographs. Index.

Warfield, Frances. Cotton in my ears. Viking. $2.75

In this humorous yet poignant chronicle the author relates how, all through her childhood and youth, she strove with grit and guile to conceal her deafness.

Children's Books

Chase, Richard, *ed.* Grandfather tales; illus. by Berkeley Williams jr. Houghton. $2.75

Humorous American-English folk tales, with animated black and white drawings. (Children 9–12)

Commager, H. S., *ed.* The St Nicholas anthology. Random House. $5

An admirable selection of material from the St Nicholas magazine. Reproductions of original illustrations. (Children 9–12)

Edmonston, C. M. & Hyde, M. L. F. King's man. Longmans. $2.50

The turbulent events and colorful personalities of 12th century England vividly chronicled in an absorbing historical novel. (Older boys and girls)

George, J. L. & George, Jean. Vulpes, the red fox; illus. by Jean George. (Am. woodland tales) Dutton. $2.50

Finely imagined dramatic life story of Vulpes, a magnificent, swift-footed red fox. Distinguished wash drawings. (Older boys and girls)

Hader, *Mrs* **B. H. & Hader, Elmer.** The big snow; illus. by the authors. Macmillan. $2.50

Beautifully illustrated on every page in color or black and white, this engaging story relates how all the little birds and creatures of the woods are saved from starvation when the big snow comes. (Children under 9)

McCloskey, Robert. Blueberries for Sal; illus. by the author. Viking. $2

What happens one day when little Sal and her mother and a baby bear and his mother decide to go blueberrying on a Maine hillside is amusingly revealed in fine double-spread lithographs and a brief text. (Children under 9)